



Examiners' Report  
Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE  
In English as a Second Language (4ES1) Paper 02R

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## **Background to the paper**

The listening paper is composed of 4 sections of increasing complexity and challenge.

**Part 1** both sections A and B cover AO3(a), understanding the overall message of a spoken text. Part 1 Section A consisted of 5 short extracts in which people were talking about their favourite books. Section B was a short extract loosely linked to the previous section in which the speaker spoke about World Book Day. The section consisted of a multiple-choice exercise in section A and a question-and-answer exercise in Section B.

**Part 2** covers AO3(b), identifying essential and finer points and AO3(d), identifying a speaker's viewpoint or attitude, whether stated or implied. This part was a short extract from talk about shopping in your local area. The section consisted of a cloze exercise and multiple-choice questions.

**Part 3** covers AO3(c), understanding a conversation where information is being negotiated and exchanged and AO3(d), where a speaker's viewpoint and attitude is identified, stated or implied. In this part candidates listened to an interview with a popular television presenter. The responses consisted of questions and answers and multiple choice.

**Part 4** covered AO3(b), identifying essential and finer points and AO3(d), identifying a speaker's viewpoint and attitude. In this part, candidates listened to a podcast on how diet affects your wellbeing. The responses in this section were of the cloze kind.

## **Candidates' responses**

There were clear indications in this series of how the candidates responded in general. Generally, candidates responded fairly well to all sections of the paper. Each section presented challenges for all candidates across the ability range. Most candidates appeared to have attempted all parts of the unit. Candidates who found the cloze exercises and the more open responses challenging, appeared to have been more successful with the multiple-choice questions.

## **Detailed comments**

There were three types of responses on this paper: multiple choice, text completion or cloze exercise with limited word count and short answers. All three types were attempted, although candidates did not always adhere to the word limit given in the relevant rubric. In a number of instances, especially in the cluster of Q21 -Q25 candidates did not write their answer in the correct space provided and so their response was marked as being incorrect. Furthermore, with reference to this section, many candidates did not take advantage of the fact that they were not limited to three words. The questions in this section invite slightly longer and fuller responses. Sometimes a single worded answer did not gain any points as it had no real reference to the question or lacked relevant detail to show that the question had been understood.

### **Text completion and short response questions**

A number of issues arose out of the questions which required candidates to provide their own word or words for the answers themselves. Candidates sometimes lost marks by not adhering to the word limit where relevant, this applied to Parts 1B, 2 and 4. Marks were also lost where a correct response was crossed out and an incorrect one substituted.

### **Grammatical Accuracy**

Although this is not a requirement, candidates should try to answer in such a manner that their response makes sense grammatically. They should be aware of indefinite or definite articles, tenses active and passive voices, singular or plural nouns when reading the questions. This involves careful reading of questions during the one-minute preparation time. A typical example of this was Q13 where the correct answer was the plural *local businesses* however the singular *local business* was accepted. In the cluster 21 -25 candidates are not penalised for incorrect grammar.

### **Spelling and word substitution**

Where spelling was concerned, the general rule applied during the marking was that if the answer affected communication, candidates were not awarded a mark. Candidates were not penalised for misspelling a word if it sounded like the target word and candidates suggested by their response that they had understood the text.

There were some words which proved to be difficult to spell: *campaign* Q21 in Part 3, *variety* Q40 and *Omega* Q36 in Part 4. Candidates were not penalised for spelling errors provided the words were intelligible and did not change the meaning of the response. However, in Q21 candidates who offered *camping* instead of *campaign* or in Q25 offered *world wide* instead of *worthwhile* were not awarded a mark. This not only changed the meaning of the responses but did not really make sense. Similarly, candidates who offered *vegan* instead of *Omega* in Q36 were not awarded a mark.

Some substitutes offered by the candidates were accepted.

For example, in Question 13 the response *local shops* was accepted as a suitable alternative to *businesses*. As were *scientist(s) / dietician(s)* in Q34.

### **Comments on sections of the paper**

The paper had been devised with increasing complexity and challenge with each part being attempted by most of the candidates.

### **Part 1 (A) and Part (B)**

In Part 1 (A) candidates were asked to listen to 5 short passages in which people spoke about their favourite books and respond to a set of multiple-choice style questions. The majority of candidates appeared to have answered Part 1 (A) successfully. In Part 1 (B), which consisted of a short talk about World Book Day, there were questions, like Question 7 which

required more careful listening to the tape. With relation to the question *What do children need to get their own free book?* the response was clearly in the recording: ... *The World Book Day charity has sent out...vouchers which they exchange for books.* Candidates who wrote *exchange their books* were not awarded a mark.

## Part 2

In this part candidates were invited to listen to a talk about shopping in your local area. This section required candidates to complete sentences about the text they heard, which consisted of a cloze exercise, as well as answer two multiple choice questions. Generally, candidates performed quite well and many appeared to adhere to the three-word limit. Most candidates responded well to the multiple-choice questions. However, there were questions, like Question 16 which required more careful listening to the tape as well as reading the question carefully with the correct response being: *artists/crafts people*. Candidates should not try to guess the response beforehand without giving the question careful consideration as well as considering the context. Many incorrect responses to Question 16 opted for *shops*. Which although in themselves could be considered correct were not awarded a mark as they were not in the recording.

## Part 3

In this section, which consisted of an interview with a popular television presenter and an unusual family activity, candidates were required to answer questions by providing the relevant responses to show they understood the text. The second part to this section was a set of multiple-choice responses. There was no word limit to Questions 21 - 25 and while many candidates replied in full sentences, others with just one or two words. Writing full sentences, however short, does show that the candidate has understood the text and candidates should be encouraged to provide fuller responses in this section. Sometimes, single or two worded answers did not gain any points if it had no real reference to the question. For example, in Question 23 minimal responses of *photograph / online / Litter Heroes* did not receive a mark as there was no further detail. A correct response could have been: *Taking a photo of the litter. Or Share your photos online. Or even Contact #Litter Heroes.*

There is an overall improvement in the longer responses and fewer candidates are now limiting themselves to one or two words where the question encourages longer responses. Other questions required careful listening. This was evident in some responses to Question 25 to which some candidates offered: *satisfied*. The speaker talks of a ***satisfying ...family activity***. (PE's emphasis)

## Part 4

In this section, often of a more academic nature, there was an extract from a podcast on how diet affects your wellbeing. Candidates were required to complete sentences about the talk they heard by providing the relevant answers in Cloze exercises. Most of the candidates who attempted this part replied within the three-word limit. This part of the paper required careful listening as well as careful reading of the question. This was particularly evident in

Q36. A number of candidates responded with *pulses, fish*. This does not make sense. The correct response was *Omega 3 / fatty acids*. Q37 required the response *economical*. Responses like *quick, convenient* might have been correct in a different context, but that did not appear in this text.

### **Advice to centres**

- It is recommended that candidates listen to a wide range of different types of texts such as current affairs, TV and radio programmes and podcasts in order to familiarise themselves with a wide range of topics.
- Centres should prepare candidates for the listening examination by familiarising them with the style of the paper and with the types of questions they can expect to find on this unit.
- Candidates should make good use of the time before the tape is being played to read the questions, to predict possible answers and consider the context when providing their answers.
- Candidates should be advised to follow the instructions in the rubric when answering the questions and to strictly adhere to the word limit where necessary and use the correct space for the relevant answer.
- Candidates should consider the spelling of words when providing their answers.
- Candidates should also consider the grammar and punctuation in the cloze responses as these give a clue to the correct response.

